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ABSTRACT

The Department of Vocational-Technical Education at Rutgers officially came into being in 1963. An internship program was developed as an integralcomponent of the doctoral program, with the approval of members of a symposium assigned the task of determining the purpose for an internship in vocational-technical education. On the basis of an evaluation, it was concluded that the internship has fulfilled three of its four objectives: the internship was related to the field of specialization; the work setting was relatively, if not completely, unfamiliar; and the intern functioned as professional, observer, and student. It was too soon to evaluate the success of the fourth objective--to serve as a realistic transition from past to future employment--since most of the interns have yet to graduate from the program. An appendix containing guidelines for the internship and one containing sample memoranda of understanding complete the booklet. (AG)

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INTERNSHIP, LEADERSHIP
and
THE ADVANCED DEGREE
in
VOCATIONAL-TECHNICAL EDUCATION
at
RUTGERS

U.S. DEPARTMENT OF HEALTH
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THE DEPARTMENT OF
VOCATIONAL - TECHNICAL EDUCATION
GRADUATE SCHOOL OF EDUCATION
RUTGERS UNIVERSITY
THE STATE UNIVERSITY OF NEW JERSEY

ED 083431

INTERNSHIP, LEADERSHIP AND THE ADVANCED DEGREE IN VOCATIONAL-TECHNICAL EDUCATION AT RUTGERS

ELAINE W. HOUSE

The first of a series of educational information monographs from the Department of Vocational-Technical Education, Graduate School of Education, Rutgers University - The State University of New Jersey.

January, 1972 Charles C. Drawbaugh, Chairman

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INTERNSHIP, LEADERSHIP AND THE ADVANCED DEGREE IN VOCATIONAL-TECHNICAL EDUCATION AT RUTGERS

The Department of Vocational-Technical Education was established at Rutgers University fairly recently. This new department in the Graduate School of Education (GSE) came officially into being -- complete with faculty and program offerings -- in the fall of 1963. Initially, program offerings led to the Ed. M. degree and were designed to develop master teachers in the vocational areas of: trade and industrial; agriculture; home economics and coordination and supervision. The Masters offerings have since been expanded to include all of the service areas with the exception of health occupations and vocational guidance (in this area, students are served by another department of the Graduate School of Education, and joint programs are encouraged).

In addition, the department offered courses leading to certification through University College, the adult, degree-granting college of the University. These offerings also have been expanded to include a B. S. in Vocational-Technical Education and an innovative Cooperative Occupational Pre-Teaching Experience program (COPE). On July 1, 1969, faculty whose major responsibilities involved the undergraduate offerings were placed under the administration of University College. The present thrust of the department at the GSE is to work with students at the masters and doctoral levels.

Several years in the planning, the doctoral program was instituted and the

first students matriculated in the fall of 1966. As of October 1971, approximately one hundred and forty (140) students had enrolled in the program and ten (10) had completed. In the fall of 1971 there were one hundred and twenty-nine (129) matriculated students in the doctoral program, approximately one-fourth of whom could be designated as "doctoral candidates" by virtue of having passed the qualifying examination. Of these, eighty-one (81) had completed, or were presently enrolled in the internship.

The Internship

Since the internship has been an integral component of the doctoral program in Vocational-Technical Education at Rutgers -- and to some extent an innovative component -- it seemed advisable to step back and look at this concept. Among others, the following questions were asked: (a) what is the purpose of the internship; and (b) has the internship served its purpose?

Purpose of the Internship

Originally, the question was: "What role, if any, can an internship play?". This question was asked of the authors of working papers -- authors from a variety of disciplines -- who contributed to a symposium devoted to the doctorate and its relationship to leadership in vocational-technical education. The symposium was held in mid-December, 1965, and notes and working papers are available in The Advanced Degree and Vocational-Technical Education Leadership edited by O'Brian (1966). At the opening session and in the first paper, Schaefer (O'Brian, 1966) posed this question and briefly traced the internship as a component in

educational programs to train other professionals -- i.e. physicians, engineers, and administrators. The internship was discussed in both reaction papers and small group sessions during the symposium, and Schaefer was able to state in his concluding remarks:

> The notion of an internship in some depth was heartily supported. It was agreed the cooperative program carried out by industry in engineering has been highly successful in producing reality for engineering students and in relating "theory to practice". Moreover, an internship to be successful must be highly individualistic and thus so structured (p. 52).

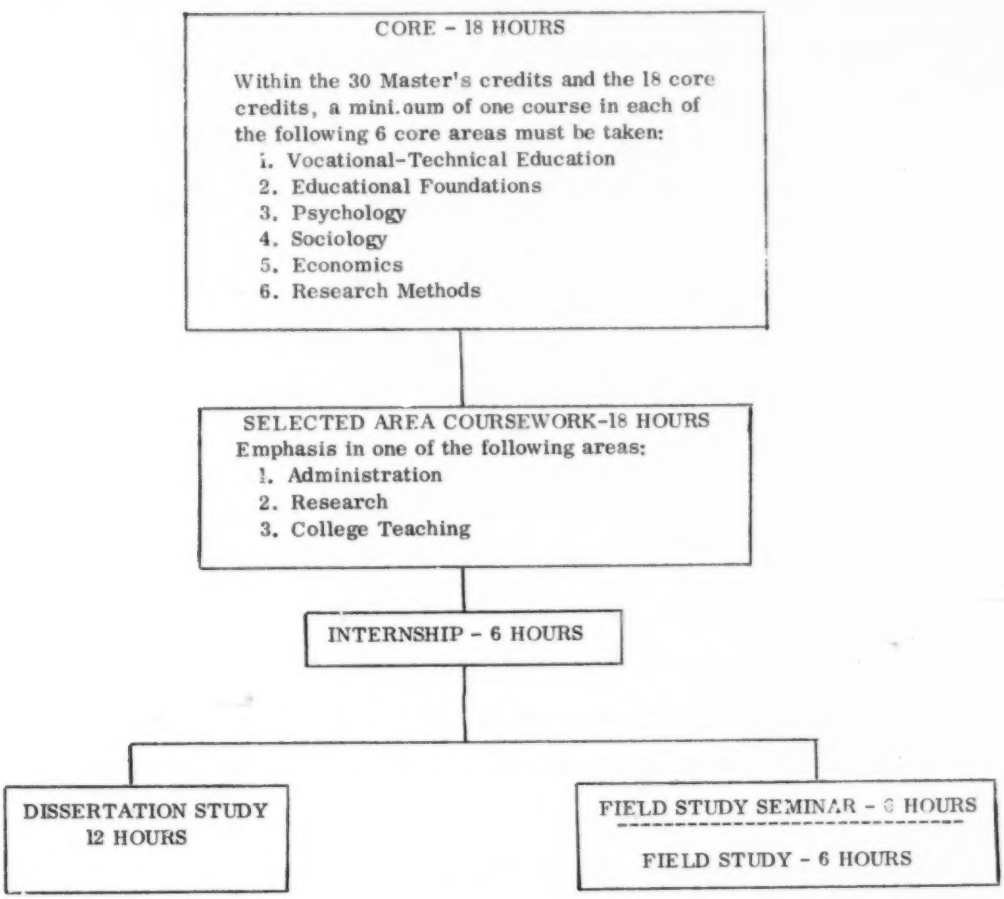
Having been given a stamp of approval by a body of experts from many disciplines, the internship was incorporated in the Vocational-Technical doctoral program as developed by the faculty of the department and submitted to the various faculties and administrative bodies at the University (Figure 1). The proposed Ed.D. program was approved in 1966 and has been the program followed by students to date. (Note: the option of field study in lieu of the dissertation was not approved and is still under consideration).

The department was also assisted in the formulation of the Ed.D. program by an intra- inter-department committee. Members of this committee represented administration and departments both within the Graduate School of Education and the University as a whole. In effect, this committee served as an Ad Hoc Advisory Committee to the Department.

Guidelines for the internship were established soon after the doctoral program was approved. These guidelines were revised as several students completed the internship; however, modifications proved slight. The most recent

FIGURE 1

VOCATIONAL-TECHNICAL DOCTORAL MAJOR


CORE - 18 HOURS
Within the 30 Master's credits and the 18 core credits, a mini.oum of one course in each of the following 6 core areas must be taken:
1. Vocational-Technical Education
2. Educational Foundations
3. Psychology
4. Sociology
5. Economics
6. Research Methods
SELECTED AREA COURSEWORK-18 HOURS
Emphasis in one of the following areas:
1. Administration
2. Research
3. College Teaching
INTERNSHIP - 6 HOURS
DISSERTATION STUDY
12 HOURS
FIELD STUDY SEMINAR - 6 HOURS
FIELD STUDY - 6 HOURS

Guidelines (1969), developed by an Ad Hoc Committee composed of students and faculty, are appended. Consistent emphasis has been placed on the importance of flexibility in the internship. In essence, each internship is to be "tailor-made".

Briefly summarized, the objectives of the internship are:

1. to afford the intern the opportunity to put the theory learned in his area of specialization (administration, research, or college teaching) into practice;

2. to require the intern to function in a milieu somewhat unfamiliar to him -- one which requires the use of those skills normally associated with his chosen career;

3. to serve as a realistic transition from past employment to future positions; and

4. to allow the intern to serve simultaneously as professional employee (hence the stipend), observer and student.

Other salient features of the internship should be noted. The internship is a 6-credit course, offered in both fall and spring semesters. Under certain circumstances, summer internships may be approved by the adviser, but they are discouraged. In general, the internship is a 15-week, full-time experience. It is a cooperative arrangement among the intern, the adviser (representing the University), and the cooperating agency -- an arrangement which is formalized by means of a Memorandum of Understanding signed by all three parties. Typical Memoranda of Understanding may be found in Appendix B.

Distribution: Interns and Cooperating Agencies

As previously stated, eighty-one (81) students had completed or were enrolled in the internship by October, 1971. Areas of specialization are shown in Table 1.

Table 1

Rutgers Intern Distribution

Minor	Number	Percent
Administration	46	56.80
College Teaching	29	35.80
Research	6	7.42

This distribution approximates that found by Drawbaugh (1970) in his study of the first one hundred (100) students admitted to the doctoral program in vocational-technical education at Rutgers University. Drawbaugh (p. 5) found that these students had opted for minor areas in the following proportions:

Administration	53 percent
College Teaching	38 percent
Research	9 percent

All those included in the present study were in the Drawbaugh sample.

In all, interns have fulfilled this requirement in forty-six (46) different cooperating agencies in eight (8) states. Table 2 reflects the variety of cooperating agencies, as well as the number -- and minors -- of interns. The

Table 2

Cooperating Agencies: Number of Interns and their Minor
(September, 1968 through October, 1971)

Agency	Number	Minor[a]
American Tel. and Tel.	1	A
Brookdale (N. J.) Community College	2	A (1); CT (1)
Camden County Vocational School Dist.	1	A
County College of Morris (N. J.)	2	A (1); CT (1)
Cuyahoga (Ohio) Community College	1	A
Delaware Technical & Community College	1	A
Dept. of the Army: Aberdeen Proving Ground	1	A
Dept. of the Army: Signal Center & School	1	CT
Deptford Township Schools	1	A
Educational Testing Service	1	R
Essex County (N. J.) College	3	A
Glassboro State College	1	A
Harford (Md.) Junior College	1	CT
Jersey City State College	1	CT
Mercer County (N. J.) College	2	A (1); CT (1)
Mercer County Vocational School Dist.	1	A
Middlesex County (N. J.) College	2	A
Middlesex County (N. J.) Vocational School Dist.	3	A
Monmouth (N. J.) Adult Education Center	1	A
Montclair (N. J.) State College	3	CT
National Advisory Council On Vocational Ed.	1	A
Newark (N. J.) State College	1	R
N. J. Office of Teacher Ed. & Cert.	1	CT
N. J. Residential Manpower Center	1	A
N. J. State Dept. of Ed: Vocational Division	12	A (6); CT (3); R (3)
N. J. State Dept. of Ed: Vocational Div. Curr. Lab.	1	CT
N. J. State Dept. of Ed: Occup. Resource Ctr.	1	A
N. J. State Dept. of Higher Education	1	CT
N. J. State School of Conservation	1	CT
New York City Board of Education	1	A
Norwalk (Conn.) State Technical College	1	CT
Ocean County (N. J.) College	1	A
Ohio State Center for Rsch. in VT Ed.	1	A
Philadelphia Public Schools	1	A

[a] A - Administration; CT - College Teaching; R - Research

Table 2 (cont'd)

Agency	Number	Minor[a]
Rutgers University: Center for Cont. Eng.	1	A
Rutgers University: Dept. of Vo-Tech Ed.	8	CT
Somerset County (N.J.) College	1	A
Temple University (Pa.)	1	CT
Trenton Manpower Training Skills Center	1	A
Trenton State College	1	CT
Union County (N.J.) Vocational School Dist.	2	A
United Progress, Inc.	1	A
Washington (D.C.) Technical Institute	7	A (6); R (1)
Wayne Twp. (N.J.) School Dist.	1	A
Western Electric Company	1	A
Willingboro Public Schools (N.J.)	1	A

[a] A - Administration; CT - College Teaching; R - Research

distribution by states is shown in Table 3.

Some of the cooperating agencies were able to provide internships for students in two or more of the minor areas. This is particularly noticeable in the case of the New Jersey State Department of Education, Vocational Division. The Department of Vocational-Technical Education at Rutgers University has already provided an internship for eight (8) students in the college teaching minor. Generally speaking, however, cooperating agencies to this date have had one or at the most two interns.

The greatest variety of cooperating agencies is seen in the administration minor. Internships have been arranged in private industry and community organizations as well as in educational institutions on several levels -- secondary, county college and college or university.

Students whose minor area was college teaching -- or teacher education -- have served their internships in county colleges, state colleges or universities.

It is interesting to note that seven (7) of the County Colleges in New Jersey have provided internships for thirteen (13) doctoral students and that another seven (7) students have served their internships at five (5) of the State Colleges. Half of the interns whose minor was research served their internships at the Vocational Division of the New Jersey State Department of Education.

As might be expected, due to easy access and the possibility of combining internship with additional course work -- thus fulfilling one semester of the residency requirement -- the largest number of internships has been served in

Table 3

Cooperating Agencies: By State, Agencies and Number of Interns (September, 1968 through October, 1971)

State	Agency	Number
Conn.	Norwalk State Technical College	1
Del.	Delaware Technical & Community College	1
D. C.	Nat'l Advisory Council on Vocational Ed.	1
	Washington Technical Institute	7
Md.	Harford Junior College	1
	Dept. of the Army: Aberdeen Proving Ground	1
N. J.	Brookdale Community College	2
	Camden County Vocational School District	1
	County College of Morris	2
	Dept. of the Army: Signal Center & School	1
	Deptford Township Schools	1
	Educational Testing Service	1
	Essex County College	3
	Glassboro State College	1
	Jersey City State College	1
	Mercer County College	2
	Mercer County Vocational School District	1
	Middlesex County College	2
	Middlesex County Vocational School District	3
	Monmouth Adult Education Center	1
	Montclair State College	3
	Newark State College	1
	N. J. Office of Teacher Education & Certification	1
	N. J. Residential Manpower Center	1
	N. J. State Dept. of Ed: Curriculum Lab.	1
	N. J. State Dept. of Ed: Occupational Resource Ctr.	1
	N. J. State Dept. of Ed: Vocational Division	12
	N. J. State Dept. of Higher Education	1
	N. J. State School of Conservation	1
	Ocean County College	1
	Rutgers: Center for Continuing Engineering Studies	1
	Rutgers: Department of Vocational-Technical Ed.	8

Table 3 (cont'd)

State	Agency	Number
N. J. (cont'd)	Somerset County College	1
	Trenton Manpower Training Skills Center	1
	Trenton State College	1
	Union County Vocational School District	2
	United Progress, Inc.	1
	Wayne Township School District	1
	Western Electric Company	1
	Willingboro Public Schools	1
N. Y.	American Tel and Tel.	1
	New York City Board of Education	1
Ohio	Cuyahoga Community College	1
	Ohio State Center for Research in Vo-Tech Ed.	1
Pa.	Philadelphia Public Schools	1
	Temple University	1

New Jersey. However, it must be noted that students have traveled as far west as Ohio and as far south as the District of Columbia in order to intern. Perhaps it is surprising that thirty percent of the internships have been served outside of the state of New Jersey! Within New Jersey, the variety in cooperating agencies and their geographical location in the state is broader than might have been expected.

Fulfillment of Purpose

As previously stated, the four major objectives of the internship are: (a) to provide the opportunity to translate theory into practice; (b) to require functioning in an unfamiliar milieu; (c) to serve as a transition from past to future positions; and (d) to provide the climate for the intern to both contribute to and learn from the cooperating agency, while remaining a student.

To what extent have these objectives been met by the interns to date? To some degree, hard data are difficult to come by, as the internship, in all its aspects, has been left to the discretion and direction of the adviser. Fortunately, memoranda of understanding are available, and in all cases, the intern was required to provide a summary, paper or project on completion of the internship. For those in the administration option the reporting system most frequently used has been a daily log (submitted weekly) and a summary report upon completion of the internship. Those in the college teaching option were in most cases requested to submit lessons plans and oral reports instead of, or in addition to, the log. Interns whose minor is research have been required to submit a project or research report.

Theory into Practice:

Was the area of specialization (i.e. administration, college teaching or research) related to the internship? The answer is "yes" in the case of administration and research and a qualified affirmative in the college teaching option (Table 4). More detailed evaluation and subsequent analysis may lead to variation in the data. However, it is anticipated that it will be slight.

Table 4

Was the Area of Specialization (Minors) Related to the Internship?
(September 1968 through October 1971)

	Administration	College Teaching	Research
Yes	42	23	5
No[a]	4	6	1
	46	29	6

[a] Not clearly designated as related, in the memorandum of understanding or log report.

Milieu

Have the interns functioned in somewhat unfamiliar work settings? Again, the response is a qualified affirmative. As shown in Table 5, fourteen (14) of the internships were served in the same institution or organization where the students were currently employed. However, although the milieu was the same, the daily assignment was far different. This was particularly noticeable in the case of the

two interns employed in industry. Both served the internship within their present organizations -- to be specific, Western Electric and the American Telephone and Telegraph Companies. Yet both industries are so large that they could, and did, provide experiences which were substantially different from those encountered by the interns in their present work assignments. Whether the other twelve students who remained at their present institution to serve the internship received a comparable experience is not known at the present time.

Table 5

Was the Internship Served in an Unfamiliar Milieu?
(September 1968 through October 1971)

	Administration	College Teaching	Research
Yes	39	22	6
No[a]	7	7	0
	46	29	6

[a] Same milieu, different job.

Transition from Past to Future Employment

It is too soon to tell whether the internship functions as a realistic transition from past to future employment since only ten of those who completed the internship have graduated from the program. However, at the time of this study fifteen (15) of the internships had led to permanent full-time employment even though

some students did not yet have the doctorate in hand.

The Intern as Professional, Observer and Student

At present, there is no clear record of the amount of time the intern spent on his day-to-day assignment. Yet there is reason to believe that the amount of time spent correlated highly with the amount of stipend or salary received. In the case of all interns, a certain amount of non-assigned time was required in order to fulfill his or her commitment to the University.

In the fall 1969 semester, the Internship Luncheon Seminars were instituted. A minimum of three luncheons per semester were scheduled. Attendance is mandatory for interns; faculty, internship supervisors and interested graduate students are welcome. Each intern is given a 15-20 minute time slot to make an oral presentation concerning his internship. In effect, these luncheons have provided invaluable, although not rigorously scientific, feedback concerning the functions of the intern. Based upon reports to date, the interns have in fact served as professionals, observers and students, with the emphasis being upon professionals. Cooperating agencies have looked upon the interns as persons with a contribution to make, even though their employment was of short duration. They have been placed in positions to make an impact on and a contribution to the institution and most have done so.

Financial arrangements between the intern and the cooperating agency have varied. Interns received stipends which fluctuated from $300 per month to a flat sum of $3,000.00 for the interns' services, and some of the interns chose to

receive a salary rather than a stipend. In most cases, the stipend or salary was provided by the cooperating agency. At the moment there is no department policy concerning the stipend or salary -- each financial arrangement is negotiated separately between the student and the cooperating institution.

Summary and Conclusions

It would appear that the internship has fulfilled its various objectives. The internship was related to the field of specialization; the work setting was relatively, if not completely unfamiliar; and the intern functioned as professional, observer and student. The objective of realistic transition from past to future employment cannot be assessed at this point in time.

The department has received more requests for interns than it has been able to fulfill, and new students applying for entrance into the doctoral program state that they have chosen the Rutgers program because of the opportunities afforded by the internship.

Up to the present, no in-depth study has been made either of the students who have completed the internship or the cooperating agencies. Such a study seems justified.

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APPENDIX A

GUIDELINES FOR THE INTERNSHIP IN VOCATIONAL-TECHNICAL EDUCATION

GUIDELINES FOR THE INTERNSHIP IN VOCATIONAL-TECHNICAL EDUCATION

What is the internship? The internship is a required portion of the doctorate in vocational-technical education which has as its central feature a learning experience in a clinical setting. It provides the doctoral candidate an opportunity to gain additional practical experience under various conditions in his selected area, that is, administration, college teaching, or research. Doctoral candidates are placed in individualized developmental learning experiences in cooperating industries, educational institutions, governmental agencies, research organizations, etc., typically for a period of one semester.

The internship approach allows for substantial diversity of appropriate experiences from one candidate to another. It allows a level of flexibility which considers strengths and weaknesses of individuals. Each candidate's assignment is designed around his professional goals.

What are the objectives of the internship? The intern should have an opportunity to apply the theory he has learned in his program which relates to his area of specialization. Thus, the internship is an opportunity to put theory into practice.

The internship experience should provide an opportunity for the intern to develop perceptions relevant to his professional role. The setting should allow the intern to discover, develop, and modify skills and techniques relevant to this future role. Thus the intern must function in an atmosphere that requires the use of those skills normally associated with his chosen career.

The internship is designed to facilitate the development of skills, abilities, and understandings considered essential to practitioners of his particular area of specialization in education.

Since the development of competence in the professional art of administration, college teaching, or research is a behavioral process in which the professional exhibits his competence as behavior, the internship is intended to be a realistic avenue of transition from past employment to future positions.

What is the role and setting of the internship? During the internship the candidate should be in a role that is somewhat unfamiliar to him and preferably in an unfamiliar setting. The newness of the role and the setting provide for the opportunity of professional development in the context of unfamiliar challenges. The role should be related to both the career aspirations and the educational objectives of the candidate. In some cases the internship may lead to the identification and development of a dissertation problem.

What does the intern do? The intern is a professional employee, an observer, and a student. While the intern may function as a professional, he also will be an observer of methods, techniques, and procedures used to solve pertinent problems. He will become acquainted with the multitude of tasks requiring specialized knowledge which will test his interest and abilities relative to his chosen career.

When is the internship scheduled? The internship should not be scheduled prior to the accumulation of approx mately 48 credit hours of course work at the graduate level. A majority of the courses embraced in the core and/or selected

area of emphasis should be included in the 48 credit hours.

The internship is usually sequenced in the program following a major portion of the course work but preceding the dissertation study. In this way, theory learned in the classroom can be applied to practical problems.

What is the duration of the internship? The internship consists of a full-time experience that is essentially one academic semester in length. Beginning and ending dates can be adjusted throughout the year to the schedule or cycle of the cooperating agency. The candidate will register for the internship during the fall or spring semester in which the internship is to be completed and/or credit is to be received.

What steps are necessary to establish a candidate in an internship position? Establishing a candidate in an internship is a cooperative effort among at least three parties -- the candidate, the adviser, and a representative from the cooperating agency. The agency or agencies which might provide developmental experiences needed by the candidate are identified, surveyed, and approached to cooperate in the endeavor. Both the candidate and adviser may play an active role in this process. When all parties have indicated a desire to cooperate in the internship, details of the arrangement will be specified in writing and constitute an agreement among the three parties. The responsibilities of each of these parties will be outlined in the agreement. The adviser is responsible for final arrangements with the cooperating agency.

Who is responsible for the advisement of candidates? The primary responsi-

bility for advisement rests with the candidate's adviser. Within the clinical setting, a practicing member of the profession employed by the cooperating agency will be designated as intern supervisor. Strengthening the candidate academically, technically, socially, and psychologically is contingent upon adequate advisement.

Can the internship be done part-time while holding a full-time position? The internship is perceived as a full-time learning experience set up in the context of a real, meaningful situation. Pursuing the internship part-time or on weekends and evenings while holding a full-time position is not an option offered the candidate.

Is a student permitted to take course work in addition to the internship? Yes. The 6 credits granted for the internship may be a major part of the semester credit load; however, additional credits may be elected. If a minimum of 9 credits is carried during the fall or spring semester (including the internship), it is possible to satisfy both the internship and half of the residency requirement during a period of one semester.

What financial arrangements can the intern expect? The intern can and should be an asset to the cooperating agency. On this basis, it is fair for the intern and his adviser to negotiate with the cooperating agency for a stipend. The intern should be covered by workmen's compensation and possibly other fringe benefits.

On what basis will the intern be evaluated? Progress will be measured by the adviser in accordance with the training agreement. The intern will be required

to provide evidence of his accomplishments, as determined by the intern, the adviser, and the cooperating agency.

What are some of the responsibilities of the Department of Vocational-Technical Education and/or the adviser?

1. Confer with advisee about objectives, setting and conditions of the internship including evaluation.

2. Inform potential cooperating agencies regarding the operation, objectives and mutual benefits of the internship program in vocational-technical education.

3. Identify cooperating agencies and initiate agreements with them.

4. Provide time and personnel for supervising the intern while he is assigned to the cooperating agency.

5. Provide a system of continuous feedback from interns and from cooperating agency personnel as a means of assessment and evaluation and for suggested modification of the total educational experience.

What are some of the responsibilities of the cooperating agency?

1. Help identify and recommend learning stations appropriate to the objectives of the internship, thus enabling interns to experience as full a range of responsibilities as possible.

2. Accept interns as legally responsible professional educators or researchers and place them under a contract with a stipend.

3. Identify and recommend resident supervisors appropriate to the responsibilities of the interns.

4. Provide interns with the opportunity to participate in required university activities, e.g. research seminars and conferences.

5. Assist in the evaluation of each intern on a continuous basis with regard to the quality of his output and his development in the role of administrator, teacher, or researcher.

6. Participate in the on-going planning and evaluation of the internship program in vocational-technical education.

What are the responsibilities of the intern?

1. Discuss the objectives, setting and conditions of the internship in an exploratory conference.

2. Identify some of the types of evidence to be used for evaluative purposes consistent with the objectives of the internship.

3. Perform in a professional manner.

4. Be available for periodic conferences with the adviser during the internship.

5. Provide the adviser and/or cooperating agency with such written evidence as they may deem necessary for evaluative purposes.

What should be done if questions were not answered in this brochure?

Candidates who have questions about the doctoral internship which have not been answered satisfactorily in this brochure should seek the answers from their respective advisers. Those from cooperating agencies and others who have questions about the doctoral internship which have not been answered satisfactorily should write to the Department of Vocational-Technical Education, Rutgers University, The State University of New Jersey, New Brunswick, New Jersey 08903.

APPENDIX B

SAMPLE MEMORANDA OF UNDERSTANDING

Date

Dr. _____
Dean of Students
County College

Dear Dean _____:

Thank you for your agreement to provide an internship for _____ at _____ County College as part of his doctoral program at State University.

The internship is designed to be a full-time experience, beginning May 1, 1971 and continuing through August 14, 1971, under your supervision. For his services, Mr. _____ will receive approximately $1,140 from _____ County College.

As conceived, the internship will involve two primary areas:

1. The development of a model for the utilization of professional student personnel counselors within the educational program of individual academic departments.

2. Clinical experience in the area of admissions counseling, student programming, and related institutional research.

   A. Survey of procedures at similar institutions.
   B. Development of a systems approach.
   C. Evaluation of transcripts and admissions records.
   D. Coordination of testing.
   E. Evaluation of test data.
   F. Pre-registration counseling.
   G. Curriculum advisement.
   H. Programming of entering students.
   I. Collection of data concerning student characteristics.
   J. Analysis of data by programs entered.
   K. Recommendations regarding procedures and curriculum revision.

Evaluation of the internship experience will be based upon reports submitted by Mr. _____ and evaluations of the parties concerned.

Please sign one copy of this letter of agreement and return it to me. If you have any questions regarding the internship, please feel free to contact me.

Sincerely,

_____

, Internship Adviser
State University

_____

, Internship Supervisor
County College

Internship

Memorandum of Understanding

TO: Dr. _____, Cooperating Agency Supervisor
Mr. _____, Intern

FROM: _____, Internship Adviser

DATE: _____

The understandings relative to Mr. _____'s internship at _____ University, _____, are as follows:

1. The duration of the internship shall be from September 2, 1969 until December 19, 1969.

2. Mr. _____, the intern, will function as an adjunct staff member with a nine credit hour load.

   Six hours will be devoted to teaching a basic curriculum course, "Analysis Techniques in Course Construction." Mr. _____ will teach two sections of the course.

   Three hours will be given to the organization of a Key Sort Cumulative Record System. The System has potential for scheduling, student records, and administrative functions.

   Mr. _____ will have permission to attend department meetings. In essence, he will for all practical purposes become a member of the department.

3. Mr. _____ will spend three days per week at _____ University meeting the internship requirements. Evening classes during two of the days each week will extend the time beyond the normal work day.

4. A sum of no less than $3250 will be paid the intern as partial compensation for his services. The intern will be covered by Workman's Compensation.

5. Dr. _____ will supervise the intern while on the internship at _____ University.

6. The intern will receive clerical and secretarial help as required by assignments made to him.

7. For evaluative purposes the intern will submit to his Internship Adviser, _____, lesson plans used to teach the course and a manual on the Implementation of the Record System. The Internship Adviser has the privilege of visiting the intern on occasion.

This Memorandum of Understanding is agreed to by the following parties:

_____

_____, Internship Supervisor
_____University

_____

_____, Intern

_____

_____, Internship Adviser
State University

Internship

Memorandum of Understanding

TO: Dr. _____, Assistant Commissioner
Division of Vocational Education
State Department of Education

Mr. _____, Intern

FROM: _____, Internship Adviser
State University

DATE: _____

This is to confirm our agreement to have _____, my advisee, serve an internship with you in terms of the Leadership Training Institute Program. We are, of course, delighted that Mr. _____ will have such an opportunity, and it is our understanding that he will be exposed to the following experience:

1. The production of a paper on the topic of leadership and leadership training. This experience should be valuable not only for understanding the nature of the leadership training institute and helping to contribute to future success, but may well serve as a review of the literature for a dissertation.

2. Involvement in the preparation of regional leadership training institutes, including development of position papers, programs, materials, etc. This experience should provide _____ with exposure to the whole area of personnel development.

3. Interaction with acknowledged leaders in the field of vocational-technical education, especially in the area of educational professional development. The value of this opportunity speaks for itself.

4. Involvement in the financial aspects of the Leadership Training Institute Program. It goes almost without saying, that no administrator can gain too much experience in this aspect of administration.

5. Visitations to outstanding colleges in the area of vocational education, namely:

   A. & M.
   State College
   Community College

6. Involvement in the preparation of the final report for the leadership training institute. This, and the overall experience, should provide a more complete comprehension of:

   (1) The theory and implementation of professional leadership development.
   (2) The state and federal laws pertaining to vocational education.

As you know, the internship requirement runs for a fifteen week period of full-time involvement, and the intern is required to supply his adviser with a weekly log describing the experiences and a summary of the entire fifteen weeks in terms of his career goals and objectives.

Again, we are delighted that _____ is having this opportunity, and we would appreciate the signatures on this Memorandum of Understanding, making this official for our records.

_____
, Internship Supervisor
State Department of Education

_____
, Intern
State University

_____
, Internship Adviser
State University

Date

Dr._____
Executive Vice President
District Office
_____Community College
_____, Ohio

Dear Dr._____:

I am, of course, delighted with your announcement that you will supply an internship opportunity for _____. I am sure Mr._____ looks upon the opportunity as a real challenge.

As you indicate in your correspondence,_____will be engaged full-time for a period of sixteen (16) weeks and be afforded opportunities in the area of Administration both at your Metropolitan Campus as well as your Western Campus. I would hope during this period that he would have exposure to the multiplicity of problems faced by your Community College, and at the same time, assume some minor responsibilities for their solution.

In turn, we would expect Mr. _____to keep a daily log of his activities (a copy of which will be provided me on a weekly basis) and a final report not to exceed five to six pages which would relate his intern experience to his future goals and objectives.

I would hope to have the opportunity to visit Mr._____ at least once during the sixteen (16) week period and to become better acquainted with you and your institution with the hopes that this arrangement for interns could be continued.

Sincerely,

cc: